

Purpose Recognizing that circadian rhythm shifts often occur during the transition between childhood and adolescence, the questionnaire developers designed an instrument to evaluate Morningness/Eveningness (M/E) preferences in these populations. Consisting of ten multiple-choice items, the survey examines sleep-schedule inclinations and subjective experiences of fatigue and alertness.

Population for Testing The scale was initially validated with populations of fourth, fifth, and sixth grade students, and most recently with a sample of Spanish adolescents aged 12–16 years [2].

Administration Requiring between 3 and 5 min for completion, the scale is a self-report, pencil-and-paper measure.

Reliability and Validity Developers' initial psychometric evaluation [1] found a significant correlation between M/E scale results and actual sleep and rise schedules. Similarly, Diaz-Morales

and colleagues [2] found an internal consistency of $\alpha = .82$.

Obtaining a Copy A copy can be found in the original article published by developers [1].

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Scoring Responses are scored using a Likert-type scale ranging from 1 to 5. For most items, a response of “a” receives a score of 1, and “e” receives 5. However, items marked with an asterisk are reversed in order to ensure that respondents attend carefully to questions. Higher scores indicate greater preferences toward morningness. Diaz-Morales and colleagues [2] suggest cutoffs at the 20th and 80th percentiles: Thus, scores of 10–20 would indicate eveningness, scores between 28 and 42 indicate morningness, and scores ranging from 21 to 27 are categorized as neither.

Children's Morningness-Eveningness Scale

- *1. Imagine: School is cancelled! You can get up whenever you want to. When would you get out of bed? Between...
 - a. 5:00 and 6:30 a.m.
 - b. 6:30 and 7:45 a.m.
 - c. 7:45 a.m. and 9:45 a.m.
 - d. 11:00 a.m. and noon
- *2. Is it easy for you to get up in the morning?
 - a. No way!
 - b. Sort of
 - c. Pretty easy
 - d. It's a cinch
- *3. Gym class is set for 7:00 in the morning. How do you think you'll do?
 - a. My best!
 - b. Okay
 - c. Worse than usual
 - d. Awful
- *4. The bad news: You have to take a two-hour test. The good news: You can take it when you think you'll do your best. What time is that?
 - a. 8:00 to 10:00 a.m.
 - b. 11:00 a.m. to 1:00 p.m.
 - c. 3:00 to 5:00 p.m.
 - d. 7:00 to 9:00 p.m.
- *5. When do you have the most energy to do your favourite things?
 - a. Morning! I'm tired in the evening
 - b. Morning more than evening
 - c. Evening more than morning
 - d. Evening! I'm tired in the morning
- *6. Guess what? Your parents have decided to let you set your own bedtime. What time would you pick? Between...
 - a. 8:00 and 9:00 p.m.
 - b. 9:00 and 10:15 p.m.
 - c. 10:15 p.m. and 12:30 a.m.
 - d. 12:30 and 1:45 a.m.
 - e. 1:45 and 3:00 a.m.
- *7. How alert are you in the first half hour you're up?
 - a. Out of it
 - b. A little dazed
 - c. Okay
 - d. Ready to take on the world

- *8. When does your body start to tell you it's time for bed (even if you ignore it)?
Between...
- a. 8:00 and 9:00 p.m.
 - b. 9:00 and 10:15 p.m.
 - c. 10:15 p.m. and 12:30 a.m.
 - d. 12:30 and 1:45 a.m.
 - e. 1:45 and 3:00 a.m.
9. Say you had to get up at 6:00 a.m. every morning: What would it be like?
- a. Awful
 - b. Not so great
 - c. Okay (if I have to)
 - d. Fine, no problem
- *10. When you wake up in the morning how long does it take for you to be totally "with it?"
- a. 0 to 10 minutes
 - b. 11 to 20 minutes
 - c. 21 to 40 minutes
 - d. More than 40 minutes

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References

1. Carskadon, M. A., Viera, C., & Acebo, C. (1993). Association between puberty and delayed phase preference. *Sleep*, 16(3), 258–262.
2. Diaz-Morales, J. F., de León, M. C., & Sorroche, M. G. (2007). Validity of the morningness-eveningness scale for children among Spanish adolescents. *Chronobiology International*, 24(3), 435–447.

Representative Studies Using Scale

- Goldstein, D., Hahn, C. S., Hasher, L., Wiprzycka, U. J., & Zelazo, P. D. (2007). Time of day, intellectual performance, and behavioral problems in morning versus evening type adolescents: is there a synchrony effect? *Personality and Individual Differences*, 42(3), 431–440.